

The background of the slide is a faded photograph of a library or computer lab. Several students are visible, sitting at long wooden tables and working on laptops. The room has large windows with blinds, and the overall atmosphere is quiet and studious.

Curating student employees in academic libraries:

Developing workforce skills for their future

Nora Bird, Kathryn Crowe, Michael Crumpton, David Gwynn

12 April 2019 | ACRL 2019 | Cleveland, Ohio

Agenda

- Theoretical approach – Nora Bird
- UNC Greensboro organization – Michael Crumpton
- Student employee professional development – Kathryn Crowe
- A case study in the digital collections unit – David Gwynn

Theoretical approach

Nora Bird,
UNC Greensboro Department of Library and Information Studies

Why?

- The rapidly evolving LIS workplace requires workers who are continuously learning
- Education is static but the workplace is dynamic
- A learning organization incorporates changes as they happen
- Learning is best done in context with experiential components

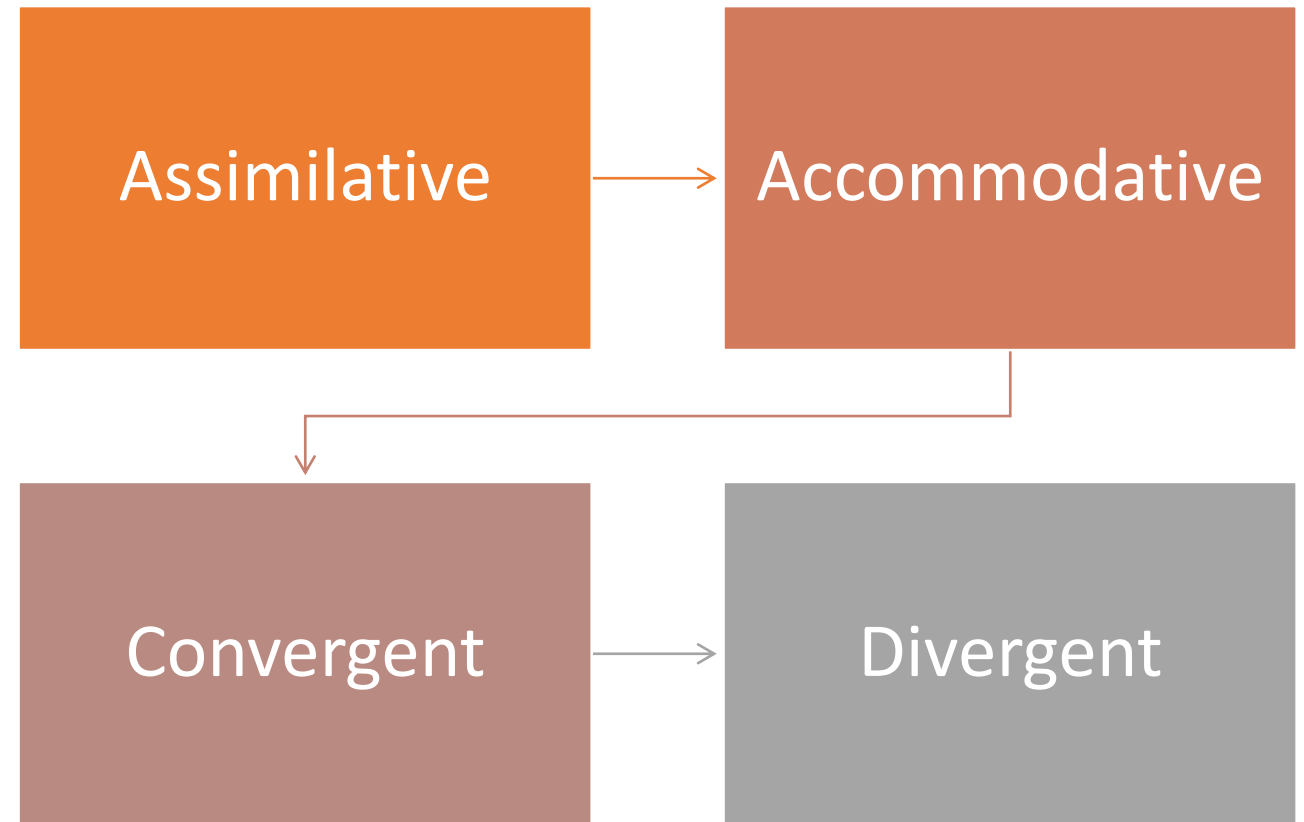
Who?

- Volunteers of all ages and status within the organization
- MLS Students
- Other Students – College, high school, doctoral
- Staff:
 - Grant-funded
 - Project oriented
 - Residents
 - Fellows

Methods: Experiential learning

- Described best by David A. Kolb.
- Most education is built on assimilative knowledge – learning from second-hand knowledge sources like books and other texts.
- Divergent knowledge acquisition promotes personal growth.

Knowledge Acquisition Methods



Creating divergent knowledge: An example

- A supervisor or peer mentor works with a new volunteer to shelve a book.
- Have the new person reflect on the difficulty of that experience
- Have them offer alternatives to the standard practice and reflect on whether that is a better method.
- Often, it isn't but it provides a way for the person to learn why things are done in that way.
- Maybe there is a better way.

Experience changes the brain

- MRI imagery has determined that permanent changes to the brain are made when a person works in a hands-on situation rather than simply hearing about it.
- The changes are physical and permanent

Other learning forms and techniques

- Collaborative learning – well designed group learning can be beneficial (Student workers as teams)
- Reflection – an essential piece of experiential learning is for the participants to reflect on the concrete experiences.
- Organizations must be designed around and prioritize learning
- Learning communities that incorporate the wider library community

Credit-bearing experiences in libraries

- Course related projects
 - Library can learn if the project results are shared with library staff.
- Service learning
 - Library can gain insight into the communities that may be future customers or benefactors
 - teens, community members, local college students who participate in service learning projects
- Practica or internships
 - Projects can benefit the library by being completed.
 - Library staff can learn about new theories and skills taught in MLS programs
- Student Jobs – more on this

Designing a good experience

- Create institutional connections with multiple educational programs
 - MLS students may be living in your town
- Create a job description
- Designate a supervisor or someone who will solve problems for volunteers and present staff

Grant funded staff

- Understand the grant and institutional limitations
- Write a strong position description
 - Strengthening skills possessed by the current staff or needing different (updated) skills
- Prepare for integration with permanent staff and for learning opportunities to take place.

UNC Greensboro organization

Michael Crumpton
UNC Greensboro University Libraries

Libraries' Strategic Plan 2016-17

- Examine service desk models and student employment options
 - Examine job descriptions
 - Revise and update student payroll matrix
 - Enhance professional development opportunities for student workers

Beginnings

- Each department assigned a supervisor and back-up
- Supervisors hire and trains, keeps track of time
- Administrative office keys in time and payroll data
- Each department has a budget and work study allocation
- Payroll matrix developed for consistency throughout library departments

Student Worker Supervisors

May 22, 2008 (revised)

Proposed pay rate matrix:

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	Years
Job Category					
<u>1</u>	6.55	7.05	7.55	8.05	
<u>2</u>	7.25	7.75	8.25	8.75	
<u>3</u>	7.95	8.45	8.95	9.45	
<u>4</u>	8.65	9.15	9.65	10.15	

Structure/Guidelines

Consistency/Competitive

Work study = 61 same as last year

Expense Budget = same as last year/ discussion

Action items:

- Write job descriptions that match the categories and responsibilities,
- Place returning/existing students into matrix,
- Students should be ID with their category,
- Based on scheduling, develop an AHR for keeping track of budget,
 - Project out remainder of each semester
- Manage your budget:
 - You determine need, not students working when they can,
 - Send folks home when not busy or no work.

University Libraries and student workers

An Important Partnership!

Student Worker Orientation

August 12, 2018



UNC GREENSBORO

THE OUTSTANDING STUDENT LIBRARY WORKER AWARD NOMINATION FORM

Nomination Deadline:

**Wednesday,
March 31, 2019**

**DUE TO ROBIN PASCHAL
robin_paschal@uncg.edu**

NOMINEE INFORMATION

*Student Name _____

Phone _____ E-mail _____

Classification: __ Undergraduate __ Graduate

Office Use Only

Good Academic Standing

YES ☐

NO ☐

Local Address

Permanent Address

Street _____

Street _____

Street _____

Street _____

City, State, Zip _____

City, State, Zip _____

*Department _____

*Job Title _____ Date hired _____

*Job Duties _____

The need for short-term hiring

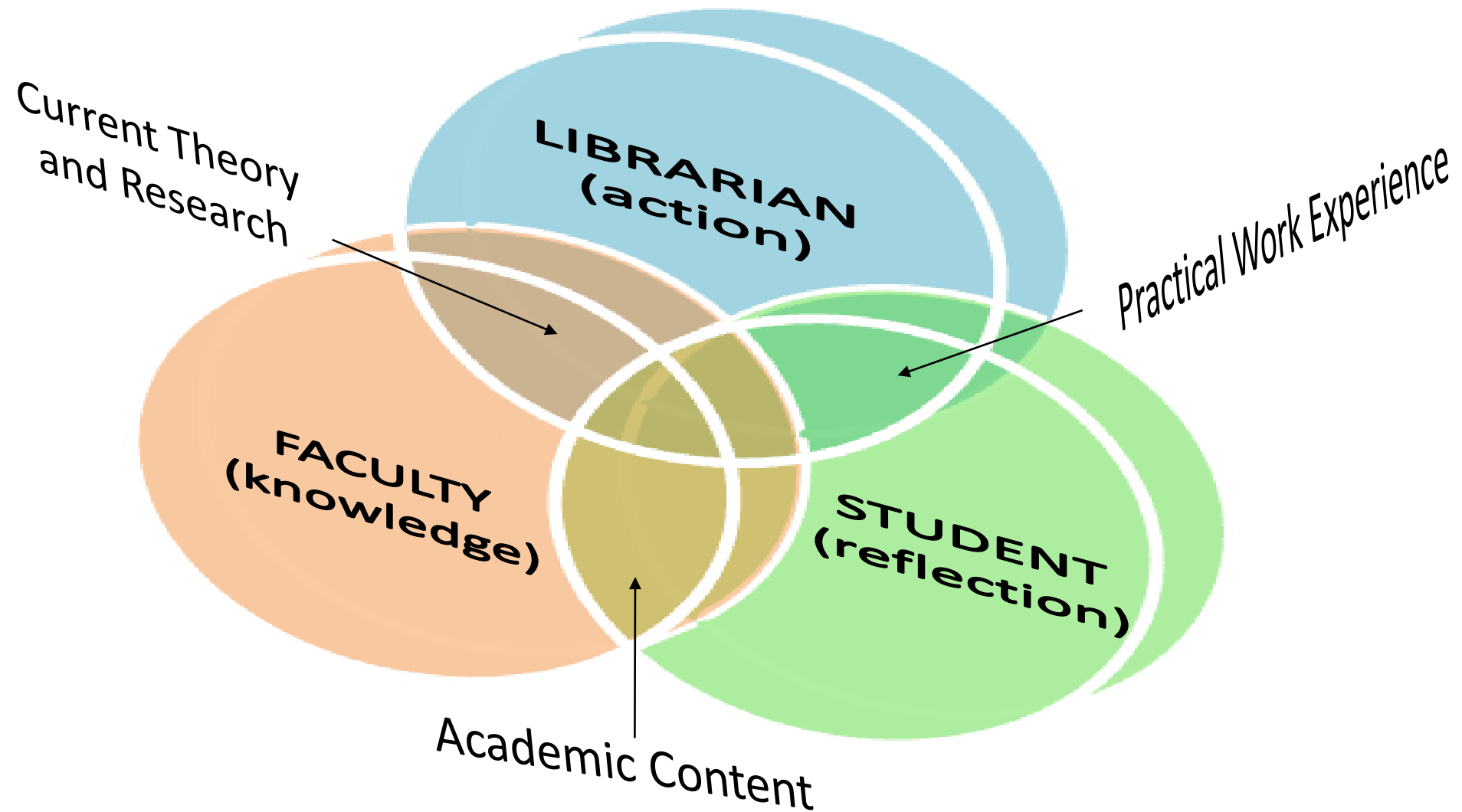
- Economics dictate flexible arrangements
- Project based worked
- Broader array of resources
- Library specialization
- Skills and talent not currently present
- Ability to react quickly
- Expanding knowledge base

Virtual experiences

- Trend to expand use of interns
- Aligns with technologies
- Supports new service models
- Requires attention to detail, supervision, etc.
- Considerations of software and tech support
- Ability to assess performance

Academic libraries

- Practicum – working for class credit only. Usually project driven and goals satisfy curriculum
- Internships – student workers paid by the hour and task driven. Additional training and experience are provided by librarians.
- Graduate assistantship – Stipend plus tuition, work for the department as research assistants, etc.
- Part of multiple departments

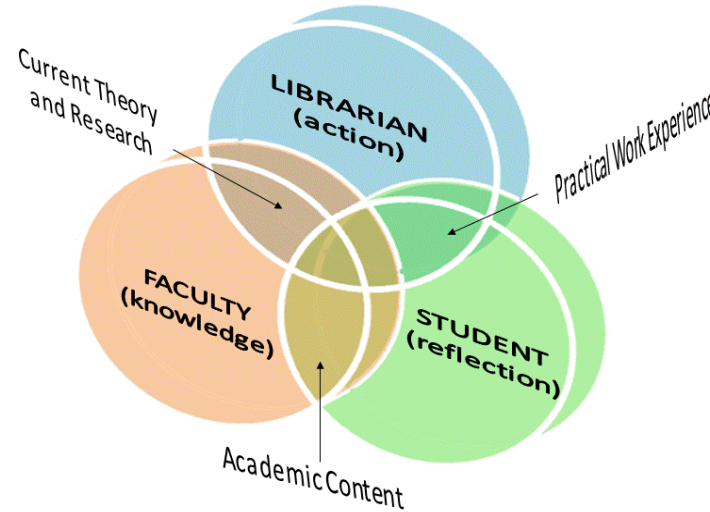


Real Learning Connections

Projects that Matter

Faculty gains:

- Modification of curriculum
- Reconnection with practitioner functions
- Scholarships generated
- Adjunct expertise involved



Librarian Gains:

- Refresh skills
- Learn new technologies
- Collaborative partners
- Refresh of broader professional view

Student Gains:

- Presentation/publishing opportunities
- Committee work in practice
- Professional exposure
- Real application of skills

Academic Year	2010-11		2011-12			2012-13			2013-14			2014-15			2015-16		
Librarian Supervisor Department	Special Collections University Archives	Electronic Resources and Information Technology	Special Collections University Archives	Electronic Resources and Information Technology*	Administration	Special Collections University Archives	Digital Media Commons	Cataloging and Technical Services (2)	Digital Media Commons	Special Collections	Reference	Electronic Resources and Information Technology	Special Collections and University Archives	Reference and Instruction	Access Services	Reference, Outreach and Instruction	Administration
Projects	University archive processing and reference	Instructional Technology Toolkit for Librarians	Oral History Collection	Digital Collection on Cello Music	Assessment Activities	Arranging artifact collection	Establishment of a new service	Instituting new ILS	Incorporating Digital Literacy into Instructional Design	North Carolina Lit Map	Social Media	Web Usability Study	Community Outreach through Special Collections	Social Media	Multimedia Training	Information Literacy	Organizational Engagement
Academic Course Match	Independent Study	LIS 635 Media Production Services for Library Programs	Independent Study	LIS 644 Digital Collections	LIS 650 Library Management	LIS 640 Organizing Library Collections	LIS 635 Media Production Services for Library Programs	LIS 640 Organizing Library Collections	LIS 635 Media Production Services	LIS 640 Organizing Library Collections	LIS 620 Reference Services	LIS 636 Web Production Usability	LIS 688 Archives Management	LIS 620 Information Resources	LIS 600 Foundations	LIS 620 Reference Resources	LIS 636 Management
Faculty Participant Focus	Collection Management	Information Sources and Services	Oral History in Academic Libraries	Digital Collections	Assessment in Academic Libraries	Revised course focusing more broadly on GLAM institutions	Implications of Digital Media Commons for LIS education	Discovery systems and their impact on library workflows	Digital Literacy into the Curriculum	Developing a Digital Collection	Understanding social media use in libraries	Process of study and use of results	Application of materials into K-12 curriculum	Impact and presence of social media for libraries	Paraprofessional training activities and needs	Scope of LI training on library instruction	Use of librarian expertise as resource

Student professional development

Kathryn Crowe
UNC Greensboro University Libraries

Professional development for student employees

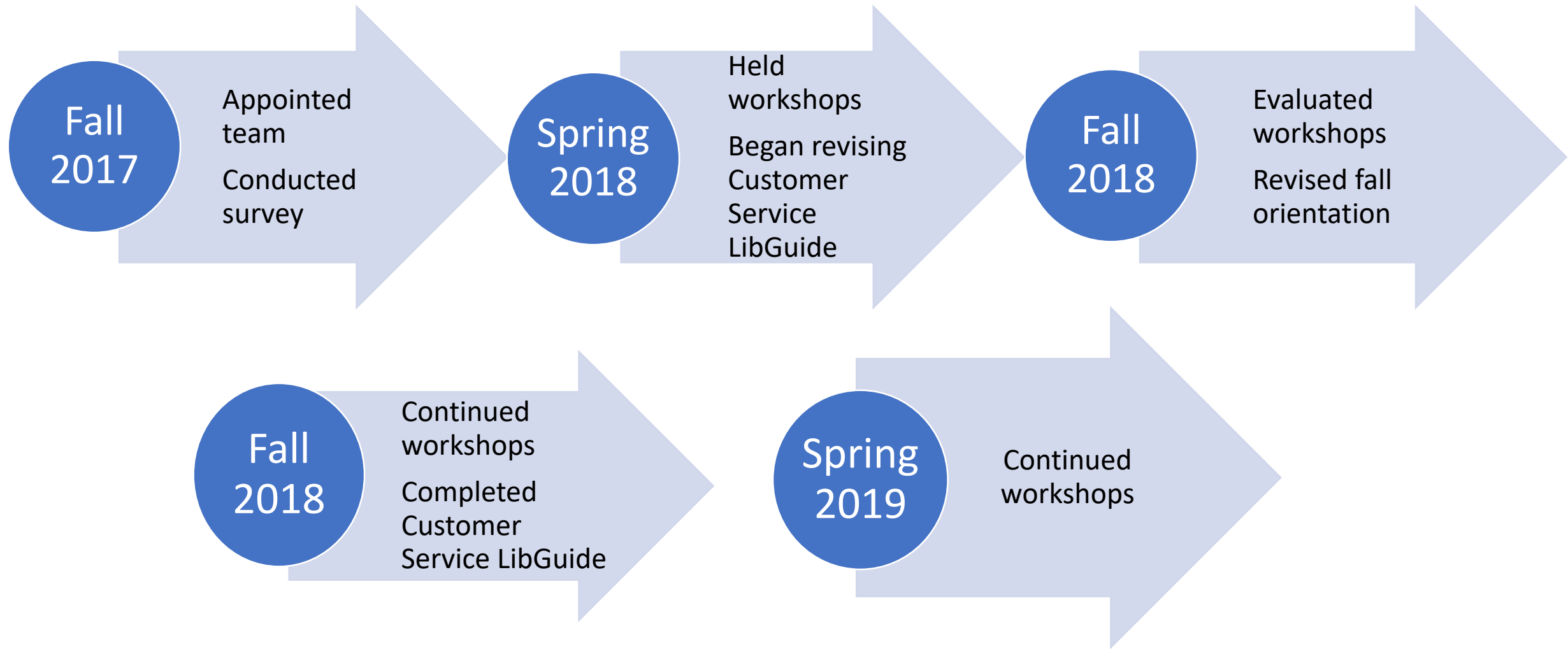
- Appointed team in 2017 with the charge:

The Student Employee Professional Development Team (SEPD) is responsible for developing educational opportunities for the Libraries' student employees in order to prepare them for future careers.

Team goals

- Taking the lead for fall Student Worker Orientation
- Developing online training modules for both job requirements and future career/life skills
- Offering face-to-face workshops to include a variety of skills useful for any career

Process timeline



Revised fall orientation

- Updated slide presentation
- Introduced new Customer Service LibGuide
- Made session more interactive



Updated customer service LibGuide

Training videos from Libraries' streaming subscriptions

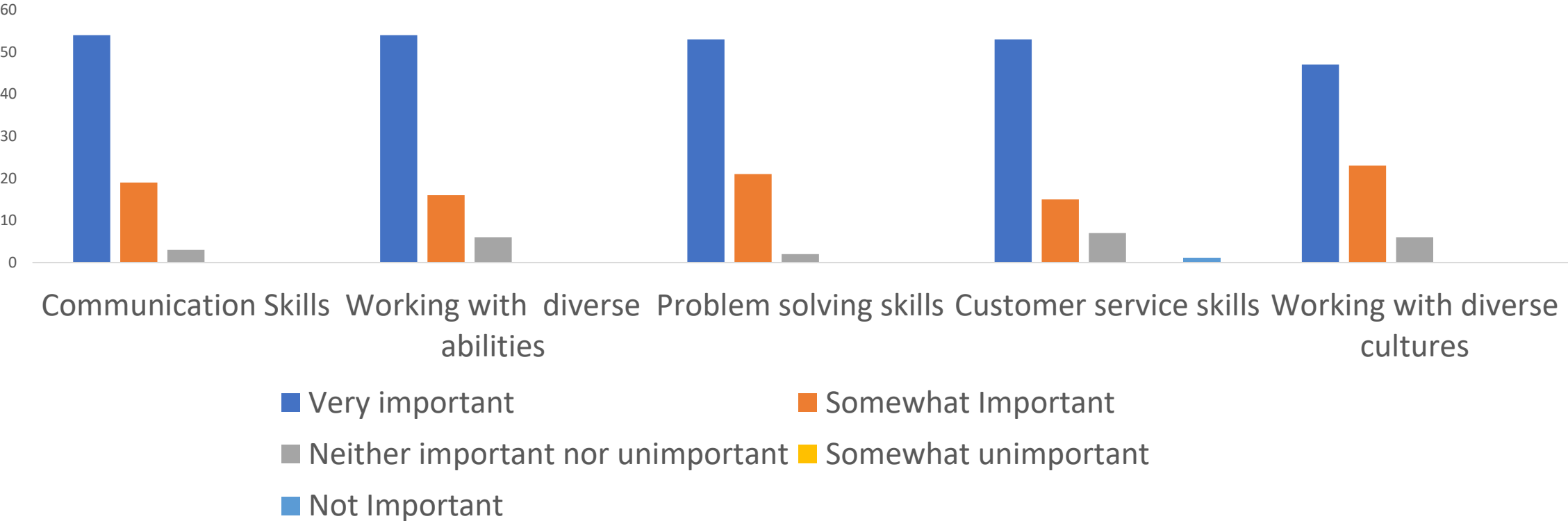
- Basic customer service skills
- Specific customer service skills
- General success skills

Library Information

- Customer Service Values
- Library videos to provide general information
- <http://go.uncg.edu/customerserviceguide>

Workshop topic survey

Priorities for Training



Workshops offered

Topics

- Customer Service/Communication
- Working with Diverse Customers
- Resume/Cover Letter
- Interviewing

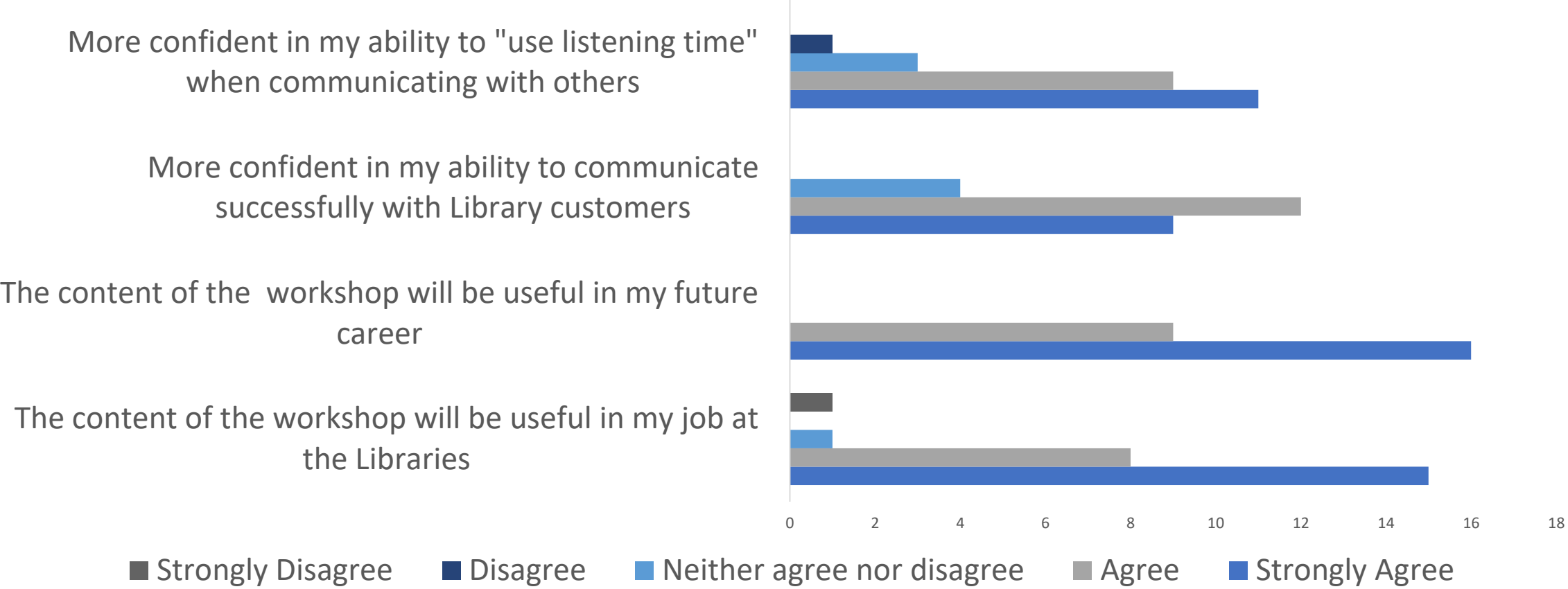


Strategies

- Partnered with Career Services
- Partnered with Department of Specialized Educational Services
- Each workshop offered twice
- Students were paid
- Students received co-curricular credit on their transcript

Customer service workshop evaluation

Agreement vs Disagreement



Going forward

- Examine scheduling
- Enhance marketing for better appeal to students
- Consider online options
- Explore additional partnerships

Recommendations

- Collaborate with campus partners
- Work with student supervisors
- Offer no more than 2 per semester
- Hold them early in the semester
- Send frequent reminders!
- Pay if you can
- Offer co-curricular credit if you can

A case study in the digital collections unit

David Gwynn
UNC Greensboro University Libraries

Search [Search](#) [Advanced Search](#)



Explore in all collections

By creation date...

By format/item type...

By contributing institution...

[Show me everything!](#)

New and featured



[PRIDE! Of the Community: Documenting LGBTQ History in the Triad](#)

PRIDE! Of the Community: Documenting LGBTQ History in the Triad is the first large-scale initiative to document the LGBTQ+ history of the Triad (Greensboro, Winston-Salem, and High Point) area of North Carolina, through community scanning days and other outreach activities.

[Project website](#) | [Digital collection items](#)

go.uncg.edu/digitalcollections

Student workers (background)

- Big component of projects since the beginning
- Tasks include:
 - Scanning
 - Metadata creation
 - Oral history transcription and abstracting
 - Contextual essays
 - Field work

In the lab



In the field



N.C. Runaway Slave Advertisements



[HOME](#) [EXPLORE](#) [MORE INFORMATION](#) [ABOUT THE PROJECT](#)

[BROWSE ALL ADS](#) [DIGITAL LIBRARY ON AMERICAN SLAVERY](#)

[Favorites](#) | [? Help](#)

Search [Search](#) [Advanced Search](#)



Explore all ads

By date...



By county of residence...



[Show me everything!](#)

The *North Carolina Runaway Slave Advertisements* project provides online access to all known runaway slave advertisements (more than 2300 items) published in North Carolina newspapers from 1751 to 1840. These brief ads provide a glimpse into the social, economic, and cultural world of the American slave system and the specific experience within North Carolina. Working from microfilmed copies of these rare publications, the project team scanned the ads to provide digital images, create full-text transcripts and descriptive metadata, and develop a searchable database. The *NCRSA* website includes digital scans of the ads, contextual essays to address their historical research value, full text transcripts, an annotated bibliography to aid researchers, and a searchable database.


go.uncg.edu/ncslaveads

Runaway slave ads project

Headline	Taken Up
Publishing newspaper	Fayetteville, N.C. : North-Carolinian
Date of advertisement	1842-04-16
Page	1
Time period (decade)	1840-1849
Person placing ad	W. L. Callais
City/town of residence	South Carolina
Slave name(s)	Simon
Slaveholder	John Lipscomb

Transcript	<p>TAKEN UP</p> <p>AND committed to the Jail of Cumberland county, on Friday the 28th of January last, a NEGRO MAN who says his name is SIMON, and belongs to John Lipscomb of South Carolina. Said negro is well known about this place he was carried off by Mr Thomas L. Whitlock. Simon is about five feet and a half high, dark complexion. The owner of said slave is hereby notified to come forward, prove property, pay charges and take him away, or he will be dealt with as the law directs.</p> <p>W. L. CALLAIS, Jailor.</p> <p>February 2, 1842.--154--tf</p>
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TAKEN UP



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N.C. Runaway Slave Advertisements



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[Home](#) » [NC Runaway Slave Advertisements](#) » [Trends](#)

Trends in the runaway slave advertisements

By Olivia Carlisle

The North Carolina Runaway Slave Advertisements project team has digitized over two thousand advertisements for fugitive slaves from newspapers across the state published between 1751 and 1840. The digitization of these advertisements allows researchers access to a different kind of primary source material that will prove valuable to a number of research areas. The advertisements will be useful to anyone researching genealogy, the culture of the antebellum American South, and the language and terminology of the era, among other subjects. This essay lists a few suggested areas of research which piqued the interest of the project team. These advertisements offer unique insight into slaveholders' view of their chattel through the descriptions they offer. The similarities and trends among the ads can provide researchers with a wealth of demographic data and information about antebellum culture.

Fugitive slave ads in newspapers shared certain similarities in structure and content. Generally, each included the slave's name, age, height, and skin color, description of clothing, physical description, and personality traits. Additional information was often provided to aid in the slave's capture. Those placing ads sometimes mention family members in other locations and list previous owners, as these might have provided clues as to the slave's whereabouts. The majority of ads that suggest a destination mention a slave's propensity to aim for free states or the coast, where they were more likely to find help from free blacks or abolitionist whites. A few were suspected to have gone to Georgia or Virginia, often to return to a former home. Some ads also noted the possibility that the slave in question may have headed west.

Other ads comment on the circumstances of escape. It appears that slaves commonly ran away while they or their owner were traveling. Some escaped on horseback, either from the plantation or while on the road; these ads often include a separate--and often higher--reward for the stolen horse than for the slave. In a few instances, slaves are suspected of having run off with a white woman whom the slaveholder believes will pose as the slave's owner in order to smuggle him to safety in a free state.

2018: Strategic seed grant

- Internal grant designed to bridge disciplines
- Classroom and research components
- Library, LIS, History

Scanning and transcription (classroom)

- Undergraduate students in HLS scanned ads, transcribed, parsed fields
- Graduate LIS student performed quality control
- Issues

Scanning and transcription (library)

- Hired some students from classroom component
- More oversight, much better results
- HIS and LIS students involved

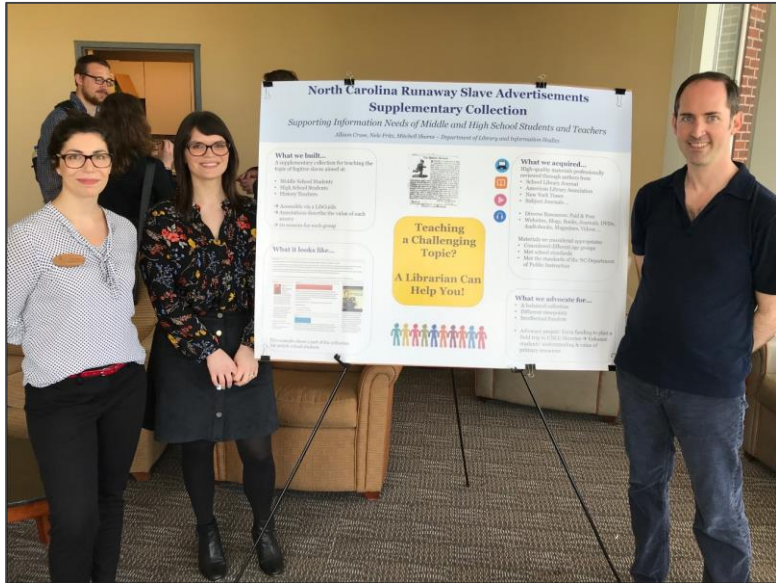
Projects and exhibits



Colson Whitehead event



History symposium



North Carolina Runaway Slave Advertisements Supplementary Collection

Supporting Information Needs of Middle and High School Students and Teachers
Allison Cruse, Nele Fritz, Mitchell Shores – Department of Library and Information Studies

What we built...

A supplementary collection for teaching the topic of fugitive slaves aimed at:

- Middle School Students
- High School Students
- History Teachers

→ Accessible via a LibGuide
→ Annotations describe the value of each source
→ 20 sources for each group

What we acquired...

High-quality materials professionally reviewed through authors from

- School Library Journal
- American Library Association
- New York Times
- Subject Journals ...

• Diverse Resources: Paid & Free
• Websites, Blogs, Books, Journals, DVDs, Audiobooks, Magazines, Videos ...

Materials we considered appropriate:

- Considered different age groups
- Met school standards
- Met the standards of the NC Department of Public Instruction

What it looks like...

This example shows a part of the collection for middle school students



Teaching a Challenging Topic?

A Librarian Can Help You!

What we advocate for...

- A balanced collection
- Different viewpoints
- Intellectual freedom

• Advocacy project: Extra funding to plan a field trip to UNCg libraries → Enhance students' understanding & value of primary resources



History symposium



ABOUT THE PROJECT

The North Carolina Runaway Slave Advertisements project will provide online access to all known runaway slave advertisements (currently consisting of more than 3200 items) published in North Carolina newspapers between 1751 and 1865. The initial phase of the project, completed in 2011-2012, involved scanning and transcribing ads dating from 1840 and earlier using several text resources.

During the 2017-2018 academic year, students from the UNCG Department of History and the Department of Library and Information Studies collaborated on a second phase of digitization, related projects, and classroom instruction related to the project. This phase was significantly more challenging than the initial one as it involved examining microfilm and digital sources to identify the actual ads rather than relying on an existing print resource.

The students worked under the supervision of Dr. Nora Burd (Library and Information Studies), Dr. Lisa Tolbert (History) and Mr. David Gwynn (University Libraries). The project was funded through a Strategic Seed Grant administered by UNCG Office of Research and Engagement.

<http://libcdm1.uncg.edu/cdm/slaveads/>

NORTH CAROLINA RUNAWAY SLAVE ADVERTISEMENTS PROJECT

\$150 REWARD.

LEFT the Subscriber, about the 1st of May last, THREE Boys, TOBE, FRANK, and GEORGE. TOBE is about 12 years of age, about 5 feet 10 inches in height, weighs about 120 pounds, straight and rather slender, black; when he talks speaks rather fast, rather Roman nose. When told they left, he has hair plaited.

Boy FRANK is a brother to TOBE, and his description will suit that of TOBE's, only when spoken to, he never speaks.

Boy GEORGE, 21 years of age, of dark complexion, but not black, about 5 feet 9 inches in height, rather slender, weighs about 140 pounds. Said boy was burnt when a child upon the face the scar was probably yet to meet. When looking up, the whites of the eyes are rather yellow.

The said Boys, with another boy, left the neighborhood together about the 1st inst., going in the direction of North Carolina, passing by Greenville, S. C., and beyond some 15 or 20 miles. There one of the boys left and came home, and says the other three boys would not return, but intended to go on in the direction of Hendersonville, N. C. These boys had what they called a Congress or treaty, in giving them the direction, that direction pointed up they said to the North. They traveled during the night and camped in the woods in the day time. They have a camp where they stop. The boy who came home said that the boy GEORGE was dressed, probably general, and that the boy FRANK had a bundle of clothing which he gave to GEORGE.

The boy who came home said that the slave boys would tell that they were going to work on the Big Rock.

We will give Twenty dollars for each or either of the slave boys, - unless in any jail to which we can get them, - and one Hundred and Fifty dollars for any one who arrests any white person of having stolen them.

LEWIS, G. WILLIAMS,
MARY HUNTER.
Harris, May 26, 1840.

OSSAMA HASSANIN, LIBRARY & INFORMATION STUDIES

Most interesting: Organization of the project. Everything is documented and the procedures of the work and the workflow is clearly written down. Also, the flexibility of timing and the understanding by the management of the time constraints of me as a graduate student was very supportive to me and helped me proceed in the project.

Most challenging: The metadata part and the transcription of the ad. That requires patience and accuracy.

Impressions: As an international student who started working in such a project shortly after being moved to the United States this affected my knowledge about the country and its history. I knew how vulnerable was the black community, and it was over what I have really thought. For example, in some newspapers, I noticed that the reward of getting a lost horse back to his owner is much more than finding a slave. In some cases the advisory give the right to anybody who is trying to bring back the slave to kill or injure the slave without any consequences. In other cases, the slaves were described as very intelligent, or very smart. In one of the ads, I noticed that slaves are sometimes assessed by white people to runaway from their owners.

NATE ROSENBERGER, HISTORY

Most interesting: The different ways the project is being and will be used. From fiction authors to genealogists and historians the ways in which the project is used is fascinating to me and speaks to how useful the project is.

Most challenging: Poorly scanned newspapers. It's frustrating when working with microfilm that was scanned in the early 1900's because often the quality of either the newspaper or the scan itself makes discerning the advertisements almost impossible.

Impressions: Working on the project has given me an invaluable understanding of slavery in America. Statistics and numbers cannot give people an emotional connection to the thousands of individuals who were victimized by the horrible institution that was slavery. Through working on the project I was able to get a glimpse into the lives of those slaves brave enough to risk their lives to runaway. I am incredibly grateful for this opportunity and excited to see how the database will be used in the future.

HUBERTIEN SECREST, LIBRARY & INFORMATION STUDIES

Most interesting: Seeing the crossovers between history and library and information studies not just in the context of creating access to the general public and researchers, but how libraries and community institutions outside of the university can work together to create awareness and preserve local history. I also had an opportunity to work with descriptive metadata in a practical setting, became more familiar with Excel and managing spreadsheets, and learned how to batch upload to a content management system.

Most challenging: Probably reading the slave ads themselves. The ads are sometimes of poor quality, faded, or the spelling and grammar are questionable, but also because as impartial as you try to be when reading and transcribing the ads it is hard to separate yourself from the fact that you are writing or reading about human chattel. Ads especially that describe grotesque injuries or distinct scars sometimes inflicted by the slave owner or ads that end in "If they should be injured in apprehending them, I will hold no one accountable for it." Ads that make statements like these were the most difficult or shocking for me because they encourage the community to also be steeped in upholding slavery. I was also appalled by the ads that offered rewards for information to convict anyone harboring the runaway or that may have enticed the runaway so that charges might be brought against them.

Impressions: All the ads I worked on were unique. More specifically what stood out to me was the language used to describe the slaves. My preconceived notions of the educated slave owner have also changed from reading these ads it is clear that just because someone was able to read and write and had the means to own a slave did not make them literate. Working on this project has not only enlightened me more on the horrors of slavery in North Carolina, but has given me a chance to look at newspaper articles and first-hand perspectives on issues I never would have thought to research otherwise.

STATE OF NORTH CAROLINA,
NEW HANOVER COUNTY.
WHEREAS, information hath this day been made to us, James Garrison and P. H. Bell, two sitting Justices of the Peace, in and for said county, upon the oath of James P. Moore, that Peter, a slave, of dark complexion, medium size; five feet five or six inches high, rather good looking, and aged about twenty years, the property of said James P. Moore, has runaway and lies out, exposed to be lurking about the county, in Long Creek, Lower Black River and Upper Black River districts, committing acts of felony and other misdeeds; These, therefore, are to command the said Peter, in the name of the State of North Carolina, to surrender himself forthwith to his said master, or some other person; and we do hereby order this proclamation to be published at the Court House door, and two other public places in New Hanover county; and we warn said slave if he does not immediately surrender himself as aforesaid, he shall and may be lawfully for any person to take him dead or alive, without accusation or impeachment of any crime whatsoever. Given under our hands and seals, this 5th day of August, A. D., 1860.

JAS. GARRISON, J. P., (Seal.)
P. H. BELL, J. P., (Seal.)
I WILL GIVE A REWARD OF TWENTY-FIVE DOLLARS for the delivery of the said PETER to me at my Plantation alive, or Fifty for his head.
Aug. 9, 1860—594f JAS. P. MOORE.

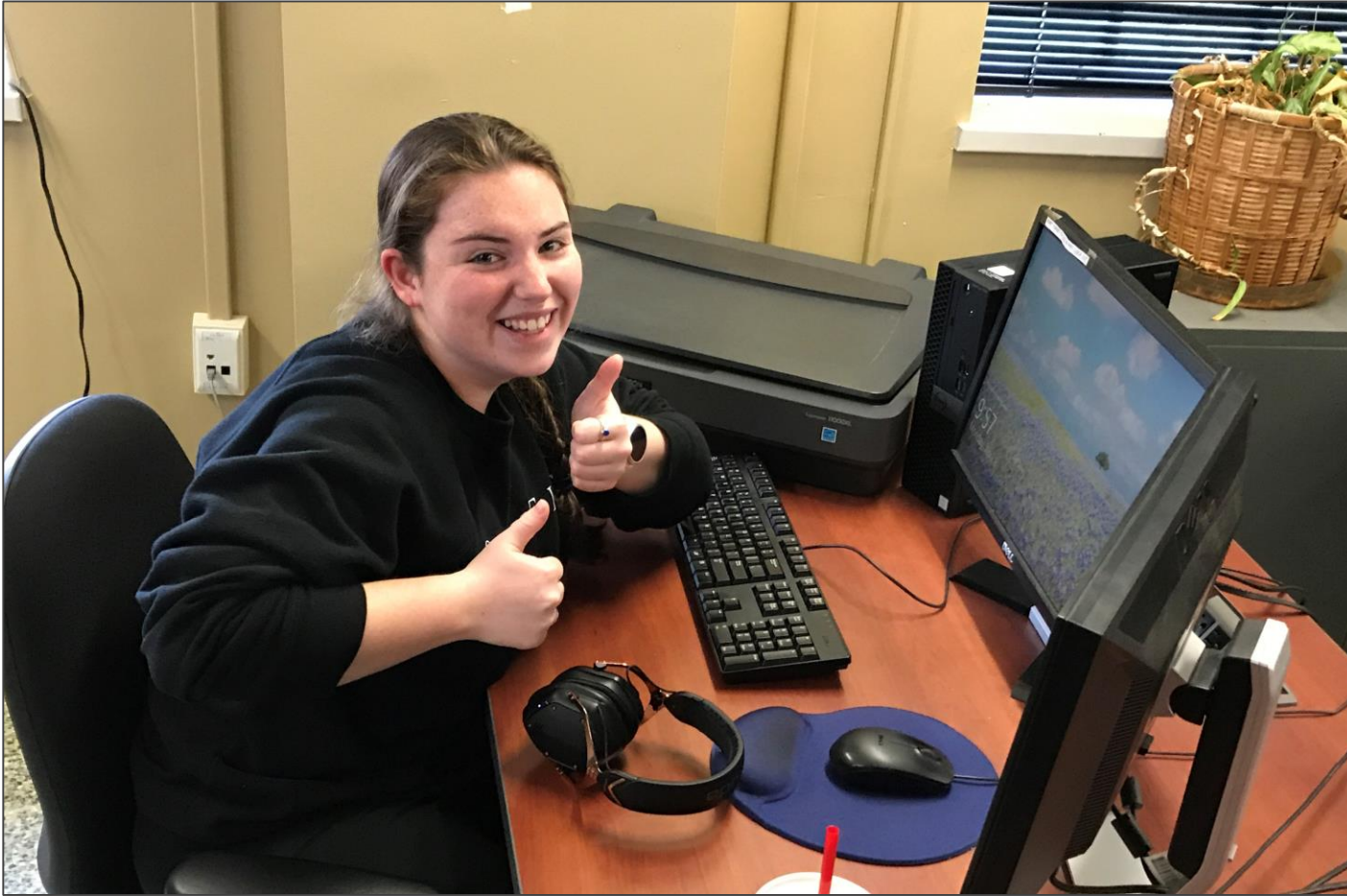


THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO

What did we learn?

- More oversight of the classroom project
- More standardization so instructor could have an easier time “grading”
- Maybe not assume that we would be able to use classroom scans in production
- More focus on projects/research, and more of a limited digitization “exercise”. Scanning and transcription were a little nebulous.

What do students get from the bargain?



- Work experience
- Resume fodder
- Presentation practice
- Contacts

Resume fodder

University Libraries, UNCG; Greensboro, NC; Practicum

- Leading a digitalization project on UNCG student newspapers from 1919-1930
- Producing customer service training videos for new library employees

University Libraries, UNCG; Greensboro, NC; Digitalization Intern

- Processed the UNCG 1919-1930 student newspapers into individual issues
- Ran quality checks and edited metadata on digital projects

University Libraries, UNCG; Greensboro, NC; Digitalization Intern

- Converted historical University Library documents to be optical character recognition (OCR) PDFs
- Cataloged metadata into CONTENTdm
- Selected photos for the library's social media project on Flickr
- Summarized a Women Veterans transcription

Resume fodder

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University Libraries, U

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- Selected photos for
- Summarized a Wor

The University of North Carolina-Greensboro – Jackson Library, Digital Projects Unit

Student Worker

- Worked on the grant funded digitization of Runaway Slave Ads of North Carolina
 - digitized microfilm newspaper ads
 - created original metadata and performed quality control checks on co-workers' items
- Collated digital copies of school newspaper, *The Carolinian*
- Scanned and digitized university scrapbooks
- Worked on Women Veterans Historical Collection
 - digitized veteran scrapbooks
 - created original metadata for various collection items

Resume fodder

University Libraries, UNC-Greensboro, NC: Practicum

Digital Projects Unit, University of North Carolina at Greensboro, University Libraries, Greensboro, NC

- Lead
- Prod

Student Assistant for Digitization and Metadata

- Assisted with the development and building of university digital library collections.
- Made decisions concerning item priority based on condition and quality for a collection of documents.
- Carefully handled and assessed archival materials from several collections.
- Used flatbed, overhead scanners, and computer hardware to digitize thousands of documents.
- Saved the scanned documents images into organized files.
- Performed basic functions using Adobe Photoshop (color correct, straighten, and crop images).
- Transcribed recorded audio interviews and deciphered handwritten materials.
- Created PDF, text and TIFF graphic images files.
- Applied cataloging techniques to match items with subject terms from a controlled vocabulary.
- Created and entered hundreds of descriptive and searchable metadata summaries into Microsoft Excel spreadsheets.
- Transferred metadata into the digital collection management software, CONTENTdm.

orkers' items

Where have our students landed?

- Good placement record from “real world” experience.
 - Several digitization project managers
 - One UX coordinator for a public library
 - One state-level digital archivist
 - Two university archivists
 - One video game designer
 - One university reference librarian (at least)

Brief Bibliography

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Questions?



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